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ABSTRACT

Many teacher educators have concluded that the format of graduate reading practicum reports (which have been patterned after medical or psychological reports), needs to be reexamined or refined. In the University of Central Florida's reading practicum classes, practicum reports are becoming more simplified, with pedagogical and psychological jargon reduced, and unreliable tests replaced with objective assessments of students' reading problems. During the course, each graduate student is assigned from three to five elementary school students of similar ages, who come for instruction four days a week for five weeks. The graduate student administers (1) an informal reading inventory; (2) a criterion referenced reading test; (3) a diagnostic spelling test; (4) a word list; and (5) vision and hearing tests. During the sixth week of the practicum, after observing the reading students and conducting parent conferences, the graduate student writes a brief and precise case report describing each child's strengths and weaknesses and making recommendations for the classroom teacher and the child's parents. The practicum gives graduate students valuable experience in assessing and planning reading instruction to meet individual student needs, so that they will not be tied to basal programs that may be inappropriate. In addition, the simplified reports are useful tools for parents and classroom teachers. (A sample practicum report and six references are included.) (SKC)

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SPEAKER: Richard A. Thompson, University of Central Florida

Reporting diagnosis, remediation and results has been a time honored tradition and a part of every graduate reading specialist's practicum experience. For years the reading diagnostician has patterned reports on the medical or psychological models. These models included extensive histories and diagnostic testing results and interpretation. Continuing to report reading diagnosis and remediation results in the classical tradition is in need of discussion.

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Background

At the College Reading Association meeting of 1986, Cooter reported on his and Flynt's study, "Diagnostic Reports: Trivial Pursuits." Among their findings was the trend away from 30 to 40 page case reports to an average of 11.88 pages. It was apparent that many other reading professors have come to the conclusion that the traditional, medical/psychological case report model needed reexamined and refined.

Besides curtailing length, reports are becoming less complex to read. They are being written in understandable language the public can understand. That is, pedantic terminology and labels are disappearing (Cooter & Flynt, 1986).

At the University of Central Florida, these report writing trends have been evident. Understandable language and simplified reporting have replaced pedagogical and psychological jargon. Unreliable tests have been discarded. Instead of clinicians making inferences from

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psychological test data, guessing about the causes of reading disability and remediation needed; the practicum participants are assessing students with educational tests which provide objective evidence of students' precise reading skill needs.

Before discussing the actual report contents, it would be useful to relate how the Corrective Reading Practicum is run.

The UCF Reading Practicum

Each graduate student is assigned from three to five students of similar ages but not necessarily the same grade level. These students come for two hours of instruction once a day, four days a week for five weeks. The teachers have 40 hours to diagnose and remediate. The sixth week is spent writing reports on all students.

Assessment usually includes administering several instruments: an informal reading inventory is given along with a criterion referenced reading test, a diagnostic spelling test, and a word list. Although professors are sometimes partial to different tests and at times need to use different ones for a variety of reasons, the following tests are used most often.

The Progressive Reading Evaluation Portfolio (1983) contains the JAT Reading Inventory and several informal instruments for prereading skills assessment and phonics knowledge.

The Prescriptive Reading Inventory(1972), a criterion referenced test, is used to identify mastered and nonmastered reading skills. Kottmeyer's (1970) Diagnostic Spelling Test is used to diagnose phonetic knowledge, and the Kinsey's 119 Common Words Test (1979) is used for sight work knowledge.

Subjects are given The Keystone Telebinocular Visual Survey Test for vision screening and audiometer sweep tests for hearing checks. Students with acuity problems are referred to specialists for corrective action.

The testing data, observations, and parent conferences provide the practicum teacher with information for planning an instructional program to meet these students reading needs.

The Case Report

A typical case report follows.

CASE REPORT

STUDENT: _____ AGE: _____ IQ: _____

GRADE: _____ REPEATED GRADES: _____ EXAMINER _____

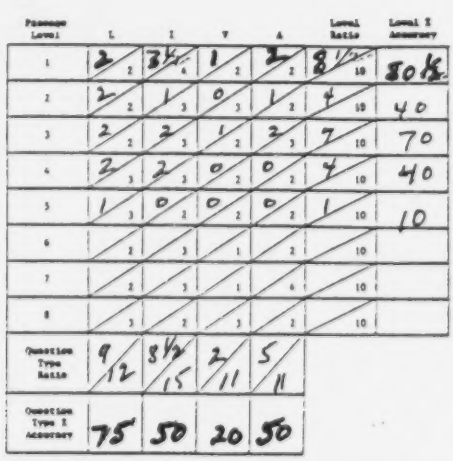
I. TEST INFORMATION: JAT INFORMAL READING INVENTORY

PRETEST (DATE) March 16, 1987 FORM B OVERALL READING LEVEL Level 1

READING PASSAGES	WORD ERRORS	REC. LEVEL	COMPREHENSION ERRORS	LEVEL
Level 1	10	Frust	1 1/2	Instr
Level 2	27	Frust	6	Frust
Level 3	0	Listen	3	Instr
Level 4	0	Listen	6	Frust
Level 5	0	Listen	9	Frust

LISTENING LEVELS Level 3

SUMMARY OF COMPREHENSION QUESTIONS



READING EXPECTANCY LEVEL
BOND & TINKER: 3.5
LISTENING COMP. LEVEL: 3

READING RETARDATION
Ashley is reading approximately 1 1/2-2 levels below expectancy level.

GROUP WORD ANALYSIS TEST DATE: _____

Beginning Consonants: 100%
Ending Consonants: 100%
Beginning Combinations: 90%
Ending Combinations: 90%
Short Vowels: 70%
Vowel Combinations: 40%
R-Controlled Vowel: 50%
Rule of Silent E: 10%
Prefixes: 50%
Suffixes: 30%

KINSEY'S 119 Common Words DATE: _____

Words missed _____ out of 119

St. Louis Spelling TEST DATE: _____

List _____

Phonetic Elements	Mastered	Nonmastered
Sound	Short Vowels Vowel-Consonant E	Two Vowels Together OW-OU Spelling of OU
Spellings	Long and Short OO Final Y as Short I C & K Spellings of the K Sound WH,TH,SH,CH,NG Spellings and OW of Long O Doubled Final Consonants	ER Spelling OY Spelling AY Spelling LE Enging Non-Phonetic

Other Tests:
1. Thompson-Dziuban Auditory Discrimination Test - I gave this test because Ashley seemed to have trouble remembering vowel sounds. He would say them short one time and long at another time. This test pointed out that the trouble comes with medial vowels. He could hear the rhyming words and initial phonemes

fine, so nothing is indicated to be wrong with his hearing until he tries to pull the middle sound out of the word.

2. 220 Dolch Basic Sight Words - Ashley read 170 words correctly which put him at the breaking point between 1st and 2nd year.
3. Slosson Oral Reading Test - I gave this test to Ashley because it frustrated me that when he would reread a word list, he would get some-right he missed before and miss others he had gotten right. This test whowed him to be at 2.6.
4. Interview - I found out that Ashley likes mathematics because it is fun and easy and hates phonics because it isn't, so I must do my best to make it fun.

II. DIAGNOSIS

Ashley seems capable of reading and fairly intelligent. His only problem seems to be that he does not know the phonetic rules. If I read the JAT to him, he answers correctly. If he reads it by himself, he misses most questions. The reason for this is that he reads the words incorrectly. As Ashley read orally to me, he hesitated a lot. He fidgeted and was easily distracted. It was quite evident that he disliked reading. However, his attitude was pleasant and cooperative. In watching his eye movements, both eyes moved together with no regression or squinting. He did not look for context clues to help identify unknown words. I believe once Ashley learns the basic phonetic rules and gains confidence, he will read much more fluently and accurately with greater comprehension. The results of the JAT showed that Ashley comprehends instructionally at Level one, but on the same level, his word recognition was at frustration with ten errors. All ten errors were attributed to substitution. After reading daily with him, I noticed a tendency not to try to sound out unknown words. He would rather take the beginning consonant and guess. If I slowed him down and asked him to think, Ashley usually could decode the unknown words.

The results of the Group Word Analysis Test confirmed the weaknesses in phonetic skills I had observed in oral reading. Ashley is weak in vowel combinations, r-controlled vowel, rule of silent E, prefixes, suffixes, and syllabication. After questioning Ashley, I found that he had learned basic rules incorrectly, so it is easily understood why he decodes incorrectly. He has no knowledge of root words or syllabication.

Before taking Kinsey's 119 Most Common Words test, I encouraged Ashley to think and sound the words out and not to just guess. He did quite well on the test and only missed 15 words. The words he missed corresponded with previous observation. He had weakness in the rule of silent E and double vowel sounds.

List one was used in administering the St. Louis Spelling Test. Again, Ashley showed a weakness in the rule of silent E and double vowel sounds. I believe this is attributed to the fact that he has learned the basic rules incorrectly. Other weaknesses are a result of not yet having been taught the rules and sound. They are er spelling, oy spelling, ay spelling, le ending, and non-phonetic spellings.

The Word Match test was administered because when Ashley would reread a word list, he would read words correctly he had missed before and miss others he had read correctly. I wanted to check his visual discrimination. He marked all correctly.

To find out where his weakness was in hearing and sounding vowels, I administered the Thompson-Dziuban Auditory

Discrimination Test. Only one word was missed in rhyming words and only tow in initial phonemes. However, five words were missed in the medial vowel sounds which corresponds with other test findings.

The 220 Dolch Basic Sight Words was administered to check for consistency in reading errors and to further check his reading level. Ashley was consistent in missing words with the silent E rule and by sounding vowels incorrectly. He read 170 words correctly which places him at the breaking point between levels one and two.

The Slosson Oral Reading was given for the same reasons as the Dolch. For some reason Ashley performed better on this test. One reason might be because it was the last test given to him and he had had practice and experience. Another reason may have been his attitude. He seemed more interested in doing well than on previous testing. The result placed him at a 2.6 level.

Ashley is considered a disabled reader because his reading capability is lower than his reading capacity.

It is the opinion of the examiner that Ashley never learned or understood basic decoding rules and phonetic sounds in first grade. It would be futile to expect his reading to improve solely through oral reading. Remedial work must be done by going back and teaching these skills accompanied by practice in oral and paired reading. As skills are mastered, oral reading and comprehension will improve and confidence boosted. The remedial teacher must be sensitive to Ashley's attitude of failure and

dislike of phonics and reading. Learning activities must be interesting, fun, and on-threatening to be successful.

III. REMEDIATION OBJECTIVES AND RESULTS

1. OBJECTIVE: Given the 15 words not recognized on Kinsey's word list, Ashley will be able to read 11 of the 15 words accurately.

   RESULTS: Following activity with flashcards, Ashley correctly identified 12 of the 15 words.

2. OBJECTIVE: Ashley will orally sound all vowels, both long and short, with 100% accuracy.

   RESULTS: Following practice recitation, drill, and shopping in a catalog for items having an appropriate vowel sound, Ashley correctly identified all vowel sounds.

3. OBJECTIVE: Ashley will know the rule of silent E and will read and recognize words with 70% accuracy.

   RESULTS: After practice with flashcards and a game, Ashley read words with 90% accuracy.

4. OBJECTIVE: Given a list of 10 words not recognized on the Dolch list, Ashley will recognize and read correctly 7 of the 10 words.

   RESULTS: Following activity with a word list and flashcards, Ashley correctly identified all 10 words.

5. OBJECTIVE: Ashley will learn the rule for double vowels and will be able to decode words containing double vowels with 70% accuracy.

RESULTS: After recitation and game activity, Ashley read words with 70% accuracy.

6. OBJECTIVE: Given the phonetic sounding of the vowel combination OU and OW, Ashley will read words containing the combinations with 70% accuracy.

   RESULTS: Following activity with flashcards and 2 activity sheets, Ashley correctly read 9 out of 10 words given him.

7. OBJECTIVE: Ashley will read Form A of JAT and read instructionally on Level 1 with fewer word recognition errors than on the pretest.

   RESULTS: Following daily paired and individual reading and phonetic activities, Ashley read "Kim's Pet" with 7 word recognition errors (instructional) in comparison to 10 on the pretest. Ashley read "A Very Strange Land" with 10 word recognition errors in comparison to 27 errors on Level 2 reading before.

8. OBJECTIVE: Ashley will recognize the vowel combination OY and will decode it correctly in reading with 70% accuracy.

   RESULTS: Given the correct sound and following activity game and flashcards, Ashley correctly read words in a given paragraph with 90% accuracy.

IV. RECOMMENDATIONS

A. To the teacher:

   1. A vocabulary file of words not recognized from classroom reading would be helpful to word recognition and fluency in reading.
   2. Activities teaching the recognition of unknown words through context clues would benefit reading ability and comprehension.

3. Further work with the short sounds of vowels i and e would help with decoding.
4. Identification of the oo vowel sounds would benefit decoding.
5. Teaching of identification of root words and syllabication would help in decoding.
6. Allow Ashley to read interesting and non-threatening books would help him learn to enjoy reading.
7. Practice with a Language Master with vocabulary cards would help with recognition of basic sight words and lead to fluency in reading.
8. Tape recording a story and allowing Ashley to follow along with the recording by looking at the book would help build interest in reading and aid in fluency. Allow Ashley to choose the book.

B. To the parents:
1. Paired reading will help with fluency and word recognition.
2. Studying vocabulary file and using activities with flashcards would benefit vocabulary extension.
3. Praise will help build confidence and help Ashley to enjoy reading.

After five weeks, instruction terminates. During the sixth week, the practicum teacher writes her students' reports, and once the reports are prepared, the parents and students are scheduled for individual conferences when the case reports are discussed. The parents are given the option of having the case reports sent to their children's schools.

Parents and teachers seem to appreciate the brevity and preciseness of these case reports, but most importantly, the practicum teachers have gained experience in assessment and remediation of reading problems. They go back

to their classrooms capable of assessing and planning reading instruction to meet most individual student needs. Though the range in reading achievement of their students is two-thirds their average chronological age, the teachers can meet these are students' diverse needs through skill grouping procedures. No longer are they prisoners of basal programs through which children are assigned to meander through whether or not the readers are appropriate reading and skill development material, but rather they are free to organize and differentiate instruction to help all their students enjoy success in reading.

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